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# SCHOOL LIFE

OFFICIAL JOURNAL OF THE ★ ★ ★ ★ ★  
OFFICE OF EDUCATION

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UNIVERSITY  
OF MICHIGAN

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## INTERNATIONAL TELEVISION

TELEVISION is on the move. A worldwide system of television is in the making. The United States will soon reach Europe by way of Newfoundland, Greenland, Iceland, and probably Scotland. Already Scotland and England regularly exchange programs, called *Eurovision*, with nine European countries.

In Eurovision we discover performance rights are an impediment to distribution. In operation we discover costs have to be shared. Who will pay for all of this?

Who should pay? Some way must be found to finance international television, for there is little doubt that international television will promote world understanding of social, racial, and economic problems. On

the national scale television is already proving its value as an instrument of education on elementary, secondary, college, and adult levels in the United States, Canada, France, and other countries. It can prove of equal or greater value on an international scale. If men choose to unite in an international program they may find that fulcrum point outside the globe with which they can, as Archimedes said, "move the world."

The superb programs of the United Nations reach out by recordings, by wire, by kinescope now to all parts of the world; but their acceptance depends on the good will of the cooperating countries to which they are sent for rebroadcast. Other means of communication can promote greater acceptance of programs.

International understanding may be brought by an integration of the various means of communication: Books with broadcasts, motion pictures with both, discussion carried on by means of all three. The world has a well-organized press, excellent broadcasting systems and motion picture production, and constantly growing television facilities in every land that can afford them. The world has an immense reservoir of good will in its artistic, its scientific, its medical, its religious organizations. Through integrated use of these facilities and resources, men of good will can promote world cooperation and world peace.

FRANKLIN DUNHAM  
Chief, Radio-Television

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE . . . MARION B. FOLSOM, *Secretary*

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Educational news

# EVENTS AND DEVELOPMENTS

of national significance

## *Appropriation for OE*

**A**PPROPRIATED for salaries and expenses of the Office of Education for the current fiscal year is \$5,270,000—an increase of \$2,030,000 over last year.

Part of the appropriation has been labeled by the Congress for certain special purposes:

- Research on problems in the education of the mentally retarded, \$675,000.
- Increase in educational services, \$501,250.
- Increase in research and statistical services, \$315,845.

## *A Program Continues*

**T**HE 35 field representatives who are the “eyes and ears”—the fact-finding staff—of the aid-to-federally-affected-areas program came together at the Office of Education during September 10–14 to study the terms under which that program has now been extended.

In P. L. 949, approved Aug. 3, 1956, the Congress has amended and extended the two laws that since 1950 have authorized funds to help school districts bear the impact of Federal presence in their vicinities. P. L. 815, for *building* schools, was to have expired on June 30 this year; P. L. 874, for *maintaining and operating* them, on June 30 next year. Now both will run through June 30, 1958.

Not the least of the changes is an increase in appropriations. P. L. 815 has \$108,500,000 for 1956–57 compared to \$33,900,000 last year; P. L.

874 has \$113,050,000 instead of \$90,000,000.

## *Other Federal Funds*

**B**ESIDES the funds for federally affected areas, just mentioned, the 84th Congress, 2d session, has appropriated nearly \$46 million to be administered by the Office for educational programs during 1956–57:

- \$2,050,000 for public library services in rural areas.
- \$38,580,411 for vocational education at less than college level. Of this amount, \$2,000,000 is for training practical nurses—a special grant made for the first time this year.
- \$5,051,500 for resident instruction in the land-grant colleges.

## *Statistics on Rural Schools*

**P**ROSPECTS are bright for soon having dependable nationwide statistics on rural education. For the gathering of such statistics the Office of Education is launching a long-term program and has brought back Walter H. Gaumnitz to head it.

Dr. Gaumnitz is widely experienced in rural education and, until his retirement a year ago, was the Office specialist for small and rural high schools. His return is one of the first steps in a program made possible when Congress this year increased the appropriation for the Office and earmarked some of the funds for an increase in statistical services.

“First,” says Dr. Gaumnitz, “we plan to explore deeply the most persistent problems in rural education

that depend for their solution on a knowledge of statistical facts—for example, on facts about enrollment by age and grade, course offerings, holding power, financing, and staffing.”

Comparability of the statistics is one of the chief goals in the program. To be meaningful, rural-school data must be comparable with data from urban, suburban, and county school systems or districts, and comparable from region to region and State to State. The collecting of rural-school statistics has always been beset by certain complexities and problems—a multiplicity of school districts, for example, and a variety of records and reports. To surmount them, the Office will be developing special forms and techniques and planning spot checks and tryout surveys.

## *State School Data: Summary in Advance*

**P**UBLIC elementary and secondary day schools make up the giant's share of the educational system in the United States. In 1951–52 they had about two-thirds of the total enrollment in full-time day schools at all levels; this year they are estimated to have more than three-fourths.

To meet the continual demand for comprehensive data on these schools, the Office of Education regularly publishes its “Statistics of State School Systems” (always chapter 2 of the *Biennial Survey of Education*). The one currently in preparation, containing information for 1953–54, will be off the press by the end of 1956.

Persons eager to have the basic data, however, need not wait until then: an advance summary, known as Circular No. 480, is now available. Within a mere 9 pages the authors, Samuel Schloss and Carol Joy Hobson, have managed to present, for each State, a great many figures—on school-age population; enrollment; average daily attendance; number of schools, districts, and instructional staff; revenue and nonrevenue receipts; and expenditures. Totals for the country as a whole have been compared with totals in 1951-52.

Single copies of the circular may be had free from the Office.

### **Manpower Shortage: Further Efforts To Solve It**

THE TWO "task forces" that the National Committee for the Development of Scientists and Engineers set up at its first meeting last spring (May 15) went to work on their assignments immediately. By June 21, when the Committee came together for the second time, at West Orange, N. J., the task forces were ready with recommendations.

The first task force, under the chairmanship of Karl O. Werwath, president of the Milwaukee School of Engineering, had been concerned with ways and means of increasing the number and improving the utilization of technical and semiprofessional persons whose skills support the work of scientists and engineers.

The second, under the chairmanship of Edgar Fuller, executive secretary of the National Council of Chief State School Officers, had considered the problem of how to encourage the revision and enrichment of the elementary and secondary school curriculums in science and mathematics.

Nine working groups are to be set up by the Committee, reports Henry H. Armsby, liaison representative between the Committee and the Department of Health, Education, and Welfare. Their assignments are to stem directly from the recommendations made by the task forces.

► This letter from the President of the United States to Samuel Miller Brownell, who has resigned his office as U. S. Commissioner of Education to accept superintendency of the public schools in Detroit, Mich., summarizes the influence and contributions of Dr. Brownell in the Federal post. Dr. Brownell, who was thirteenth to hold the office, became Commissioner on Nov. 16, 1953; his resignation was effective on Sept. 1, 1956. ► ► ►

Five of the nine will study these aspects of how to give more technical support to scientists and engineers: (1) More teachers for technical schools, (2) more and better students in technical schools, (3) more literature on how to improve utilization of engineering and scientific technicians, (4) improved status for technicians and for the schools that train them, and (5) more money for better facilities in technical institutes and similar institutions of higher education.

The other four will tackle these angles of long-range improvement of science and mathematics programs in elementary and secondary schools: (1) Better teachers and better teaching, (2) better programs, courses, and textbooks, (3) identification and guidance of students talented in science and mathematics, and (4) more scholarships available to high school graduates in the fields of science and mathematics.

### **Dr. Stahr Is Appointed**

SEARCH for a staff director for the President's Committee on Education Beyond the High School has been rewarded. In late September Secretary Folsom, on the recommendation of Committee Chairman Josephs, announced the appointment of Elvis J. Stahr, Jr., provost and dean of the college of law at the University of Kentucky.

Dr. Stahr, who studied law as a Rhodes scholar at Oxford University and has practiced law in New York City, steps into his position on October 1. His offices are in the Department of Health, Education, and Welfare.

### **Two Administrators Leave**

AFTER a year in the Office of Education, two members of the immediate staff of the Commissioner are taking other positions.

John R. Rackley, who last fall left his position as dean of the college of education at the University of Oklahoma to become deputy commissioner for the United States, goes shortly to be dean of education at Pennsylvania State University.

Homer D. Babbidge, Jr., on September 1 ended his service as assistant to the Commissioner to return to his former post at Yale University, where he is a member of the board of admissions and secretary to the committee on scholarships.

### **White House Followup**

SINCE the White House Conference on Education last November, national organizations, States, and the Federal Government have jointly and separately done many things to further education in the six areas discussed at the conference.

What they have done and are doing is now being reported in a monthly *Education Fact Sheet*, addressed specifically to the nearly 300 national organizations that participated in the conference. The first issue, August, has been distributed, but some copies are still available and may be requested from Mrs. Henry Grattan Doyle, liaison officer, Publications Services, Office of Education.

### **ON ELEMENTARY EDUCATION**

Report on the proceedings of the 9th Conference on Elementary Education, May 7-9, 1956, is now available from Publications, Office of Education.

SCHOOL LIFE, October 1956

THE WHITE HOUSE

WASHINGTON

June 15, 1956

Dear Sam:

My instant reflection on learning of your resignation was of the Administration's loss in a field of critical concern to all of us. Yet I know that your decision is taken after many days of careful thought during which you reached the conviction that in your new duties you can continue to contribute greatly to the betterment of American education and to the general good of the Nation. Certainly, in the Office of Education, you have been an effective leader for the advancement and improvement of our schools, and you have been a valued adviser to me in all that concerns them.

During your term in office here, America's concern for the schooling of our children, for the preparation of our young people to meet the critical challenges of the future, has been aroused and so directed that all of us now feel assured that the manifold and most difficult problems of education for the Atomic Age are on the road to sound solution.

The White House Conference on Education, to cite only one instance of accomplishment during your term, was a mustering of American talent and knowledge and interest on a scale without parallel in the previous history of our educational system. Truly a grass-roots effort that tapped the interest and enthusiasm and purposefulness of millions of homes and thousands of communities, the Conference will have a long-enduring influence for better schools, better teaching, young people better prepared for citizenship.

You have done a good job for American education here in Washington. You will, I am sure, do an equally good job for children and teachers in your next assignment. And I know that your leadership for education will always be national in its influence and contribution.

With warm regard,

Sincerely,



The Honorable Samuel M. Brownell,  
Commissioner,  
Office of Education,  
Washington, D. C.

# 1<sup>3</sup>/<sub>4</sub> MILLION: Enrollment Increase for 1956-57

## MORE THAN 50,000 CLASSROOMS AND TEACHERS NEEDED TO MEET ENROLLMENT INCREASES ALONE IN ELEMENTARY AND SECONDARY SCHOOLS

ALL along the line, from kindergarten through college, enrollments are up again this year. One and three-quarters million more than last year, the Office of Education estimates, enough to bring the total to the far side of 41.5 million.

This estimate, which takes in both public and nonpublic schools at all levels, is not restricted to September enrollments alone but covers the entire school or college year for 1956-57. It means that in our population of 167 million people, virtually 1 out of every 4 is a full-time student.

### CLASSROOM NEEDS

Assuming that 1 classroom will accommodate every 30 pupils from kindergarten through grade 8, and every 25 pupils from grades 9 through 12, the Office estimates that this year's increase in enrollments in elementary and secondary schools alone calls for 51,400 classrooms.

Are there that many more new classrooms ready for occupancy this year? Yes, says the Office of Education, but not all of them will be available to take care of increased enrollments. Approximately 67,000 were scheduled to be completed for the public schools during the 1955-56 school year, but many of them were built to replace classrooms lost through fire, flood, and obsolescence, or just to relieve some of last year's overcrowding.

### TEACHER SHORTAGE

The shortage of qualified teachers for elementary and secondary schools seems a little less severe than it was a year ago—120,700 now compared to 141,300 then.

Arithmetic for the supply side goes something like this: Last year (1955-56) the total number of teachers in

the elementary and secondary schools was 1,266,000—1,135,930 in the public schools, 114,000 in Catholic private and parochial schools, and 16,250 in other types of schools. Of these, only 1,188,400 were actually quali-

Estimates of 1956-57 enrollments in educational institutions in the continental United States, compared with enrollments in 1955-56

School	1955-56	1956-57 (estimated)
<b>Kindergarten through grade 8:</b>		
Public school system.....	24,588,000	25,478,000
Private and parochial schools.....	3,768,000	3,985,500
Residential schools for exceptional children.....	71,500	73,600
Model and practice schools in teacher-training institutions.....	38,500	39,500
Federal schools for Indians.....	32,200	20,400
Federal schools under Public Law 874 <sup>1</sup> .....	16,000	21,000
<b>Total.....</b>	<b>28,514,200</b>	<b>29,618,000</b>
<b>Grades 9-12:</b>		
Public school system.....	6,860,000	7,175,000
Private and parochial schools.....	823,200	870,600
Residential schools for exceptional children.....	12,200	12,600
Model and practice schools in teacher-training institutions and preparatory departments of colleges.....	41,000	42,000
Federal schools for Indians <sup>2</sup> .....	9,800	10,400
Federal schools under Public Law 874 <sup>1</sup> .....	900	1,000
<b>Total.....</b>	<b>7,747,100</b>	<b>8,111,600</b>
<b>Higher education: Universities, colleges, professional schools, including junior colleges and normal schools.....</b>		
	<b>2,996,000</b>	<b>3,232,000</b>
<b>Other schools:</b>		
Private commercial schools (both day and evening).....	450,000	500,000
Nurse training schools not affiliated with colleges and universities.....	91,400	91,400
<b>Total.....</b>	<b>541,400</b>	<b>591,400</b>
<b>Grand total.....</b>	<b>39,798,700</b>	<b>41,533,000</b>

<sup>1</sup> Includes only "schools operated on post by a Federal agency."

<sup>2</sup> Includes Indians in "vocational training, including veterans." Includes 6,000 Indians, ages 12 to 17, in a special Navajo program.



fied; the rest were emergency teachers (definition of a qualified teacher: One who meets his State's standards for the lowest teaching certificate for the position he holds).

Now, this year, not all of those qualified teachers have returned to the classroom. Turnover in the teaching profession is high—usually about 7.5 percent—and this year the loss is estimated at 89,100 teachers.

What have we left, then, with which to supply the schools? According to Office estimates this fall, the supply consists of the following:

- 1,099,300 qualified teachers who have returned.

- 20,000 of last year's emergency teachers who have now become qualified (a generous estimate, the Office thinks; the National Education Asso-

ciation has estimated no more than 15,000).

- 76,100 new qualified teachers, who represent 81.6 percent of the elementary teachers in training last year and 62.9 percent of the high school teachers. Apparently, to get 7 teachers, we have to train 10.

*Total supply of elementary and secondary teachers: 1,195,400.*

The demand side takes less time to figure out. We need at least as many teachers as we had last year—1,266,000—plus enough to take care of the increased enrollments this year.

Assuming, on the average, 1 teacher for every 30 pupils in kindergarten through grade 8 and 1 for every 25 in grades 9-12,\* we need 50,100 more

teachers this year for our increased enrollments at those levels.

*Total demand for qualified teachers in elementary and secondary schools: 1,316,100.*

#### How To FILL THE GAP?

The gap between supply and demand—120,700 teachers—may yet be closed by recruitment. Former teachers may return to the profession; others may be willing to serve as emergency teachers.

To the extent, however, that the gap is not closed, classes will have to be enlarged or put on double sessions, or courses will have to be discontinued.

\*For Catholic schools the Office of Education calculates need on the basis of estimates supplied by the National Catholic Welfare Conference.

## THE JUNIOR HIGH SCHOOL

### Basic practices and policies of the States

JUNIOR high schools have been with us for fifty years, in ever-increasing numbers. Last year we had 3,500. By now the total may well be over 4,000.

Despite the history and the numbers, however, there is far from any uniform approach among the 48 States to the junior high school. How they vary in their practices and policies is the subject of a recent Office of Education bulletin, *State Policies and Regulations Affecting the Junior High School*,\* by Grace S. Wright, specialist for secondary education.

Mrs. Wright has asked seven questions of her sources of information, and the answers she has found should be useful to any State that is considering the place of the junior high school within its own system.

#### 1. What grades may be included in the junior high school?

\*Bulletin 1955, No. 12, 32 pages, sold for 20 cents a copy by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Most of the 20-odd States that define the junior high school say grades 7-9. But deviations are many: 7-8, 7-10, 8-9, to name only a few. Actually, says Mrs. Wright, one-half of the States have 20 percent or more of their junior high schools on a basis other than 7-9.

#### 2. Under what authority are junior high schools established?

In 25 States authority rests with the local district or county board of education—either because the law says so or, more often, because no law specifies.

In the other States, the State departments of education exercise various degrees of jurisdiction: 12 ask the local district to get some form of approval before establishing the school; 7 permit the school to be organized upon local initiative but subsequently classify the school or require it to meet standards; 4 refuse State aid until requirements are met.

#### 3. Do States encourage the reorganized school?

About a dozen do. Some come out and say so; some imply their preference.

Others, by setting up their high school standards on the basis of grades 9-12 only, seem to encourage the continuation of the 8-4 organization. Some warn against establishing junior high schools in small communities.

The rest either are silent on the matter or equally recognize or accept all types of organizations.

#### 4. Which States have standards for approving junior high schools?

Thirty-nine States are reported as having "assumed the task of formally approving junior high schools." Of these—

9 use their high-school standards, unpromulgated standards, or statutory requirements only;

10 set up standards for grades 1-12 or K-12, but only 2 single out the junior high school for more than passing attention;

*Continued on page 15*

# U.S. GOVERNMENT

# Film

UNITED STATES GOVERNMENT AGENCY	KINDS OF FILMS <sup>1</sup>	HOW TO BORROW OR RENT FILMS <sup>2</sup>	HOW TO PURCHASE FILMS
<b>Department of Agriculture</b>	247 motion pictures and 166 filmstrips—on agriculture, conservation, forestry, home economics, and related subjects.	Borrow from Forest Service. Rent from USDA film libraries and from 16mm film libraries that have purchased prints.	Purchase 189 motion pictures from United World Films, Inc., 1445 Park Ave., New York 29, N. Y. Purchase filmstrips from Photo Lab., 3825 Georgia Ave., Washington 11, D. C.
<b>Department of the Air Force</b>	243 motion pictures and 68 filmstrips—public information and training films on various aviation subjects.	Borrow public information films from the Air Force. Rent training films from 16mm film libraries that have purchased prints.	Purchase 65 motion pictures and 29 filmstrips from UWF. Other films not for sale.
<b>Department of the Army</b> <i>(including Corps of Engineers)</i>	666 motion pictures and 87 filmstrips—public information, medical, and training films on various subjects.	Borrow public information and medical films from the Army. Rent training films from 16mm film libraries that have purchased prints.	Purchase 371 motion pictures and 56 filmstrips from UWF. Other films not for sale.
<b>Department of Commerce</b> <i>National Bureau of Standards</i>	12 motion pictures—on dentistry and standards.	Borrow from National Bureau of Standards.	Obtain authorization from NBS.
<b>Department of Defense</b>	152 motion pictures—about the Armed Forces.	Borrow from Army and Air Force film libraries.	Purchase 110 films from UWF. Other films not for sale.
<b>Department of Health, Education, and Welfare</b> <i>Office of Education</i>	518 motion pictures and 432 filmstrips—on industrial and vocational training subjects; some foreign language versions.	Not for loan. Rent from 16mm film libraries that have purchased prints.	Purchase from UWF.
<b>Department of Health, Education, and Welfare</b> <i>Public Health Service</i>	137 motion pictures and 172 filmstrips—on public health and medical subjects.	Borrow from PHS (if professional groups) or from State and local health departments. Rent from 16mm film libraries that have purchased prints.	Purchase 92 motion pictures and 87 filmstrips from UWF. Other films not for sale.
<b>Department of the Interior</b> <i>Bureau of Indian Affairs</i>	20 motion pictures—about Indians and Indian life.	Not for loan. Rent from 16mm film libraries that have purchased prints.	Purchase from U. S. Indian School, Intermountain School, Brigham City, Utah.
<b>Department of the Interior</b> <i>Bureau of Mines</i>	55 motion pictures—on mining and metallurgical industries and natural resources of various States.	Borrow from Bureau of Mines, 4800 Forbes St., Pittsburgh 13, Pa., or from USBM film depositories.	Not for sale.

<sup>1</sup> See also "U. S. Government Films for Public Educational Use," Bulletin 1955, No. 1, compiled by USOE Visual Education Service and distributed by Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price: \$1.75.



# ns

## How to obtain them for use in the schools

The following chart explains how to borrow, rent, and purchase those motion pictures and filmstrips of the U. S. Government which were available for public use in the United States on August 1, 1956. Agencies with fewer than 10 such films have been omitted. Addresses, if not otherwise noted, are Washington 25, D. C.

UNITED STATES GOVERNMENT AGENCY	KINDS OF FILMS <sup>1</sup>	HOW TO BORROW OR RENT FILMS <sup>2</sup>	HOW TO PURCHASE FILMS
<b>Department of the Interior</b> <i>Fish and Wildlife Service</i>	15 motion pictures—on commercial fisheries and wildlife conservation.	Borrow from Fish and Wildlife Service or from FWS film depositories.	Purchase 6 motion pictures from UWF. Apply to FWS to buy other films.
<b>Department of the Interior</b> <i>Geological Survey</i>	10 motion pictures—on technical subjects.	Borrow from Geological Survey.	Obtain authorization from GS.
<b>Department of the Navy</b> <i>(including Marine Corps)</i>	789 motion pictures and 203 filmstrips—public information, medical, and training films on various subjects.	Borrow public information and medical films from the Navy and Marine Corps. Rent training films from 16mm film libraries that have purchased prints.	Purchase 621 motion pictures and 147 filmstrips from UWF. Other films not for sale.
<b>Department of the Treasury</b> <i>Coast Guard</i>	50 motion pictures and 46 filmstrips—public information and training films on various subjects.	Borrow public information films from Coast Guard. Rent training films from 16mm film libraries that have purchased prints.	Purchase 35 motion pictures and 45 filmstrips from UWF. Other films not for sale.
<b>Federal Civil Defense Administration</b>	11 motion pictures—on civil defense.	Borrow from FCDA, Battle Creek, Mich., or from State civil defense offices.	Purchase from Byron, Inc., 1226 Wisconsin Ave. NW., Washington 7, D. C.
<b>International Cooperation Administration</b>	40 motion pictures—about United States aid to Europe and economic recovery in European countries.	Borrow from ICA film depositories.	Not for sale.
<b>International Cooperation Administration</b> <i>Institute of Inter-American Affairs</i>	45 motion pictures—on health and agriculture—with English, Portuguese, and Spanish commentaries.	Not for loan. Rent from 16mm film libraries that have purchased prints.	Purchase from IIAA.
<b>National Advisory Committee for Aeronautics</b>	47 motion pictures—on technical aeronautical subjects.	Borrow from NACA.	Obtain authorization from NACA.
<b>U. S. Information Agency</b> <i>(including Office of Inter-American Affairs, OWI Overseas, and Army Civil Affairs)</i>	254 motion pictures—on American life produced for overseas use; some on health—with English, Portuguese, and Spanish commentaries.	Not for loan. Rent from 16mm film libraries that have purchased prints.	Purchase 205 motion pictures from UWF, 43 from IIAA. Other films not for sale.
<b>Veterans Administration</b>	85 motion pictures and 7 filmstrips—mostly on medical subjects, some on VA activities and programs.	Borrow from the Veterans Administration.	Purchase 48 motion pictures from UWF, 14 from Churchill-Wexler Films, 801 N. Seward St., Hollywood 38, Calif. Other films not for sale.

<sup>1</sup> See "A Directory of 3,300 16mm Film Libraries," Bulletin 1956, No. 12, compiled by the USOE Visual Education Service and distributed by Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

# For the Fitness of American Youth

*The President establishes two coordinating groups  
at the national level*

PRESIDENT Eisenhower has acted swiftly on the recommendations made to him by his Conference on Fitness of American Youth, held at the United States Naval Academy, Annapolis, Md., on June 18-19. Even before the conference was over, he had learned of the recommendations by telephone and had sent back a statement of his approval and intentions. And on July 16, less than a month later, these intentions had been fulfilled.

They were fulfilled in an executive order that establishes two committees, national in scope, to attend to a national problem: How can we make sure that every child in this country develops the highest degree of fitness of which he is capable—the complete sort of fitness that means not only a sound body but a well-balanced mind and a serene spirit?

THE FIRST of the committees is the President's Council on Youth Fitness. Its establishment means that in Federal Government the consideration of the fitness problem has now been elevated to Cabinet level: the members of the Council are the heads of certain Government departments—Justice, Interior, Agriculture, Labor, and Health, Education, and Welfare—departments that in one way or another are concerned about the activities and welfare of children and young people. The chairman is the Vice President of the United States. Through such top-level attention to the problem, the President hopes, the activities of some 30 Federal agencies will be better coordinated.

The President has said that, in establishing the Council, he has no intention of setting in motion an "overriding Federal program." As did the conferees at Annapolis, he stresses the idea that fitness of American youth is essentially a matter for home and com-

munity effort, yet recognizes that responsibility falls on Government at every level. For the Federal Government a basic responsibility, as he sees it, is to help educators and organizations accomplish more than ever in the fitness programs they already have under way and, in the language of the executive order, "to promote . . . the launching of additional programs."

In its coordinating function the Council is expected to make more effective a number of Federal programs that touch the lives of children and youth.

In the Department of Health, Education, and Welfare, for instance, the Council will assist the work of the Office of Education, the Children's Bureau, and the Public Health Service.

The Office of Education will be helpful because it is a factfinding and research organization; because it is ready with a consultative service to teachers, school administrators, State departments of education, and others on many aspects of education at all levels; and because it has the opportunities that go with being a sponsor of two nationwide organizations for boys and girls—Future Farmers and Future Homemakers.

The Children's Bureau, too, is an organization that provides advisory and research services. Besides, it is prepared to contribute to the fitness effort through its programs for maternal and child health, for crippled children, and for child welfare.

The Public Health Service also is dedicated to greater fitness. It supports medical research. It helps communities to improve sanitation, protect food and water supplies, keep communicable disease in check, promote dental health, better the quality

of school health services, and incorporate concepts of mental health.

Among the many other activities in Government that will be coordinated to contribute more effectively to the people's fitness are the 4-H Clubs in the Department of Agriculture, the camping facilities and activities provided in the national parks and forests by the Department of the Interior, the public housing and slum clearance programs supported by Federal funds through the Housing and Home Finance Agency, and the social work done by the Justice Department among young people who have been brought before the Federal courts or placed on probation or parole.

ALSO established by the President's order is the Citizens Advisory Committee on the Fitness of American Youth.

It has been established because the Annapolis conference has recommended and the President has agreed that the American people need to be made freshly aware of the importance of physical and recreational activity. This is a push-button world, with machines and gadgets galore to reduce exertion and muscular effort. Living in it, the conference warns, may make us at last a nation of weaklings unless we bestir ourselves. As the President's order points out, we need "a comprehensive study and a reevaluation of all governmental and non-governmental programs and activities relating to the fitness of youth."

Members of the Advisory Committee will be designated by the President and will serve at his pleasure. At least once a year the Committee and the Council will meet together to measure the progress that has been made; and the Council, as the official

link between the President and the Advisory Committee, will report to the President.

**I**N THIS new gathering of forces against weakness and infirmity,

the Council, the Advisory Committee, and Americans in general will have the benefit of findings and recommendations of the President's Conference on Fitness. As part of the conference report to the President, they are now

in the process of being published and, after the last week in November, will be available for purchase from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

## Federal Funds for Educational Research

### 20 projects are recommended for support

**F**UNDS that the Congress appropriated this spring to the Office of Education to support a cooperative program of "research, surveys, and demonstrations in the field of education" (authorized by the 83d Congress in Public Law 531) will soon be available to the various universities, colleges, and State educational agencies whose proposed research projects have been recommended to the Commissioner of Education by the Office of Education Research Advisory Committee.

Already 14 colleges and universities and 1 State department of education have received word that their projects have been recommended. As soon as they have submitted a complete description and a detailed budget, it will be possible to make the final agreements under which Federal support for research will be provided.

Following are the institutions and agencies, grouped by the general fields into which their projects fall (4 institutions have more than 1, making a total of 20 projects):

*Education of the mentally handicapped:* Boston University, Brooklyn College, Kansas State Department of Public Instruction, The Ohio State University, Syracuse University, University of Texas, and Wayne University, which plans to carry out its project in cooperation with the Detroit Public Schools.

*Development of the special abilities of students:* Regis College (Massachusetts).

*Educational aspects of juvenile delinquency:* Boston University and

Vanderbilt University (Tennessee).

*Retention and continuation of students in schools and colleges:* Indiana University, Southern State College (Arkansas), and University of Texas.

*Staffing the Nation's schools and colleges:* Indiana University, The Pennsylvania State University, and Syracuse University (it has two related projects in this field).

*Educational problems resulting from population mobility:* Western Michigan College of Education.

*Miscellaneous:* Southern Oregon College of Education, a project relating to the development of the college curriculum; and the University of Alaska, a project to develop a program of education for the natives of Alaska.

**T**HESE 20 projects were chosen on July 19-20, at a special meeting of the research advisory committee, by which time the Commissioner had received 70 preliminary proposals from nearly as many institutions and agencies.

Each committee member individually reviewed each of the 70 proposals (he had received copies of a good many before he came to the meeting) and decided whether it should be approved or disapproved. If the former, he gave it a rating from 1 to 5, depending on the degree to which he considered it fulfilled the 9 criteria set up by the committee last winter (*School Life*, June 1956). Each proposal, before being submitted to the committee, had been reviewed by one or more specialists in

the Office, who had provided comments for the use of the committee.

All applications for which a majority of the committee members had recommended approval were then subjected to group discussion and re-evaluation, a process that finally identified 25 as particularly valid. To 5 of these, however, the committee attached such extensive qualifications that, for the present, only the 20 listed above are considered as having been recommended.

It will be noted that more than a third of the approved projects are devoted to education of the mentally retarded. Such an emphasis reflects the fact that over half—\$675,000—of the \$1,020,000 available to support research were earmarked for that subject by the Congress. If all 20 of the recommended projects are finally negotiated, they will probably use something less than one-third of the funds for the mentally retarded and about two-thirds of the rest of the appropriation.

By the end of August the Commissioner had received about 55 more preliminary proposals. These, together with later arrivals, will be considered by the committee at its October meeting. Proposals may be submitted at any time during the year for evaluation by the committee, and agreements for support of projects will be made throughout the year to the extent that funds are available. If funds are not available at the time a project is approved, the project will be deferred until they become so.

# THE SECONDARY SCHOOL PLANT

## \*\*\* planning it to serve its functions

**I**N MOST instances, when new school buildings are obsolete, educators and school boards—not the designers—are to blame. Just as industry, before planning a factory, must establish a schedule of operations and determine the number and type of employees and the size and type of equipment, so must school officials and teachers study their programs and pupils before writing specifications for buildings and equipment."

When he made this statement, James L. Taylor, Office of Education specialist for planning school buildings, was referring particularly to the secondary school, for he was speaking of the principal thesis of his forthcoming report, *The Secondary School Plant: An Approach for Planning Functional Facilities*.

**B**Y THE time this issue of *School Life* appears, Mr. Taylor's report, which has been prepared as an aid to planners and designers of secondary school plants, should be off the press.\* It is based on a study made by the School Housing Section under the direction of its chief, Ray L. Hamon, and is a condensation of information gathered through conferences with secondary-education specialists and school-plant specialists, visits to school buildings in all parts of the country, and reviews of literature on the secondary-school curriculum.

His report emphasizes functional planning rather than standardization. For that reason it recommends that planners begin by studying the needs and characteristics of adolescents and by making a survey of trends in sec-

ondary education. As an illustration of the approach that planners might profitably take, it analyzes the "Ten Imperative Educational Needs of Youth" (listed by the Educational Policies Commission in its *Education for All American Youth*) and suggests some of their implications for high-school-plant planning.

**T**WO SETS of trends dominate the report: Those in secondary education itself, and those in secondary-school plants.

Among the trends in secondary education that Mr. Taylor notes as having implications for school plants are these:

- The student body is growing more heterogeneous and showing greater diversity of ability, background, and outlook.
- Many school activities are moving out of the ranks of the "extra-curricular" and into the ranks of the prescribed.
- Curricula are expanding to give many kinds of vocational training and work experience.
- Courses formerly known as classical are being broadened to contribute to the student's well-rounded growth.
- Instructional materials are being drawn from the student's environment. No longer do textbooks suffice.
- Emphasis is extending beyond subject matter, to take in skills, attitudes, and appreciations.
- Classroom procedures are becoming more varied, with more projects, individualized instruction, field trips, laboratory work, audio-visual aids, and dramatizations.
- Organizational patterns are changing in many parts of the country to include, at one end, the junior high school and, at the other, the junior college.

• School and community services are increasing, requiring the school plant to have the facilities of a community center.

The section on trends in the secondary-school plant constitutes the main part of the report. Here are reproduced twenty photographs selected from among the many excellent ones that school administrators and architects have supplied to illustrate good planning. Here, too, the several "elements" in a complete secondary-school plant—the regular classrooms, the special instruction rooms, the general-use facilities, the administrative suite, and the building-service facilities—are discussed in the light of what they should be if they are to help meet the "Ten Imperative Educational Needs of Youth."

Mr. Taylor notes a "new look" in the secondary schools of today. They tend to be one-story, rambling, ranch-type structures, set on spacious grounds. Some large plants, he reports, are being designed so that instruction can be organized around groups of pupils rather than around subject matter, especially in the junior high school. Thus are formed "little schools within a school," which give pupils the advantages of a small school—reduced travel distance, for example, and a close relationship of faculty to a small group of pupils.

**I**N ITS concluding section of discussion the report arrives at the planning procedure itself. It sets forth some principles that many communities have found basic to successful planning: (1) Work through authority, (2) keep the community informed, (3) use democratic procedures, and (4) base the conclusion on facts.

**T**HE last section is an annotated bibliography, to guide planners to literature on trends in curriculum revision and building design, planning procedures in other communities, use of new building materials, and comparative cost data.

\*Copies will be for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 45 cents each.



# The Busy Season for International Exchanges

*Opening of schools and colleges means heavy traffic through the Educational Exchange and Training Branch*

THIS time of year a back-to-school atmosphere pervades the Educational Exchange and Training Branch in the Office of Education's Division of International Education. Foreign teachers are arriving to take up a year's post in American classrooms; American teachers are leaving to teach a year in some other country; and students and trainees in education from all corners of the world are coming here to spend a semester or a year or more in study and observation.

These arrivals and departures—more than 1,000 altogether between the first of August and mid-September this year—have occurred under 1 of 3 international educational programs in which the Office of Education cooperates either with the International Educational Exchange Service or with the International Cooperation Administration, both of the Department of State.

## TEACHER-EXCHANGE PROGRAM

Among the passengers on R. M. S. *Queen Elizabeth* when she docked in New York City on August 14 were 100 teachers from the United Kingdom. They had come to exchange classrooms for a year with 100 Americans who, 10 days before, had left for England on the S. S. *United States*.

But these 200 were only the beginning. By the end of August all the coming and going had amounted to this: 165 pairs of teachers had been exchanged; 100 Americans had left on 1-way teaching assignments abroad; 5 foreign teachers had arrived for 1-way assignments here; and 71 Americans who spent the summer attending a seminar in France, Germany, or Italy, had come home.

These 506 teachers are the protégés of the Educational Exchange Program, made possible by the Fulbright Act and the Smith-Mundt Act. In

1946-47, when teacher exchanges of this kind first began, only 2 countries were involved; now there are 27.

The foreign exchange teachers in the United States had 2 weeks in New York and Washington for an introduction to the American scene before leaving for their schools in 33 States. In Washington, during a week-long series of sessions with specialists and officials of the Office of Education and the Department of State, they got a good background look at education in this country.

## TEACHER-EDUCATION PROGRAM

Scarcely had the exchange teachers left Washington when the participants in the Teacher-Education Program arrived, on September 4.

This year they number 259—teachers, administrators, and officials of ministries of education from 44 countries. Like the exchange teachers, they are under the Educational Exchange Program, but instead of teaching they will study, attend seminars, and visit schools, each one concentrating on one of 5 fields.

After 2 weeks of orientation in Washington they left for the universities and colleges that this year are cooperating in the program. Those interested in (1) elementary education went to Illinois State Normal University and the University of Denver; (2) secondary education, to Harvard University, the University of Southern California, and The Ohio State University; (3) vocational education, to South Dakota State College of Agriculture and Mechanic Arts; (4) teaching of English as a foreign language, to the Universities of Texas and Michigan and the American University; and (5) teaching about American civilization, to the University of Pennsylvania. (During the summer months 55 foreign teachers of English and of American

civilization had programs at the Universities of Michigan and Washington and at Cornell University.)

Beginning in January, each visitor will spend 6 weeks in local school systems under the direction of a State department of education. There he will have an opportunity to observe life, educational and otherwise, in the American community. And by the end of February all the trainees will be back in Washington, evaluating their experiences before they leave for home.

## TECHNICAL ASSISTANCE PROGRAM

Approximately 250 persons from 40 countries arriving under the training program of the International Cooperation Administration (originally known as the point 4 program) also joined in the teacher-education orientation sessions during the first 2 weeks in September. The opening of schools marks the largest influx of participants under the ICA program, but many specialists and administrators arrive throughout the year. During 1956-57 between 700 and 800 participants will train in about 130 centers in the United States and visit many other institutions and communities.

One can hardly generalize about the programs these trainees will have. Each has come because of an ICA project in his country for which he will receive specialized training here and in which he will participate when he returns home. This year, for instance, one visitor wants to learn how fire fighters are trained; and the Office, as it does for most of these visitors, has tailored a program for him.

Length of the program varies with the need of the individual trainee. One will be here for a few months; another may stay a year or more.



## Soon off the Press . . .

**S**OON—sometime between now and Christmastime—the Office of Education will have the following publications ready for distribution. As each comes off the press, *School Life* will announce it in the checklist on the back cover and subsequently carry a brief summary of its contents.

### School Administration

**FEDERAL FUNDS FOR EDUCATION, 1954-55 AND 1955-56.**

*A complete and authoritative source of information on educational activities of the Federal Government. Includes 93 tables and discussions of 99 programs of Federal participation in education.*

**PUPIL TRANSPORTATION RESPONSIBILITIES AND SERVICES OF STATE DEPARTMENTS OF EDUCATION.**

*A study that reveals what State departments of education are now doing to promote safety, economy, efficiency, and adequacy.*

**SCHOOL PROPERTY INSURANCE.**

*An analysis of school property insurance at the State level, including data on school fire insurance, costs, losses, and loss ratios.*

**THE SECONDARY SCHOOL PLANT—AN APPROACH FOR PLANNING FUNCTIONAL FACILITIES.**

*Examines the secondary program of today and its trends for tomorrow as these factors relate to school planning and design. Suggests some fundamental principles, techniques, and procedures, emphasizing the significance of well-prepared educational specifications; by discussion and photographs points out trends and desirable characteristics in new plants, but avoids setting standards.*

**STATE SCHOOL PLANT SERVICES.**

*Describes regulatory, leadership, and advisory school plant services provided by State departments of education and other State agencies.*

### Instruction and Organization

**\*DIRECTORS AND SUPERVISORS OF SPECIAL EDUCATION IN LOCAL SCHOOL SYSTEMS.**

*Reports opinions on the competencies and experiences which make supervisors effective in community-wide planning and in aiding teachers of exceptional children.*

**DIRECTORY OF 3,300 16MM FILM LIBRARIES.**

*An annotated list, by States and cities, of loan and rental sources throughout the United States.*

**EDUCATION FOR NATIONAL SURVIVAL: A CIVIL DEFENSE HANDBOOK FOR SCHOOLS.**

*Describes the need for adequate school civil defense, responsibilities of school personnel, the National structure, methods of organizing and conducting school civil defense, ways of integrating instruction into the curriculum, and practices in the home.*

**EXTRACLASS ACTIVITIES IN AVIATION, PHOTOGRAPHY, AND RADIO FOR SECONDARY SCHOOL PUPILS.**

*A report on recent developments, with description of experiences and know-how that have proved successful.*

**\*SPECIAL EDUCATION PERSONNEL IN STATE DEPARTMENTS OF EDUCATION.**  
*Contains status information on State staffs, opinions on competencies needed by such persons, experiences and preparation believed to contribute to such competency, and a summary statement with implications of the findings for future planning.*

**\*TEACHERS OF CHILDREN WHO ARE PARTIALLY SEEING.**

*Reflects the opinions of teachers and*

*\*These reports grew out of the broad study *Qualification and Preparation of Teachers of Exceptional Children*, conducted by the Office of Education with the cooperation of many agencies and individuals and with the special help of the Association for the Aid of Crippled Children, New York City.*

*of other educators on the knowledge, abilities, experiences, and professional preparation which contribute to their success in working with partially seeing children.*

**\*TEACHERS OF CHILDREN WHO ARE BLIND.**

*Focuses on competencies needed by teachers of children who are blind and on other information which has bearing on the establishment of professional standards and curriculums for professional preparation of such teachers.*

### Vocational Education

**ADVENTURING IN RESEARCH TO IMPROVE SCHOOL PRACTICES IN HOME-MAKING PROGRAMS.**

*A series of leaflets designed to stimulate interest in both individual and group approach to the systematic study of current school practices in State and local programs at the secondary level.*

**PLANNING AND CONDUCTING A PROGRAM OF INSTRUCTION IN VOCATIONAL AGRICULTURE FOR YOUNG FARMERS.**

*Describes methods and techniques of promoting, organizing, and teaching short-unit intensive courses for young farmers not regularly enrolled in school.*

**PLANNING SPACE AND EQUIPMENT FOR HOME ECONOMICS IN HIGHER EDUCATION.**

*A compilation of—and a supplement to—material developed at a conference held in cooperation with AHEA, bringing together facts and informed opinion.*

**RESEARCH IN INDUSTRIAL EDUCATION: SUMMARIES OF STUDIES, 1930-55.**

*A bibliography of studies in industrial education, with annotations and summaries. Studies are classified by categories that reflect the areas of research most often mentioned in inquiries and discussions. Purpose: "wider dissemination of information on research being carried out in colleges and universities on industrial arts and*

trade and industrial and vocational-technical education.

#### International Education

EDUCATION FOR COMMUNITY LIVING (1957 YEARBOOK ON EDUCATION AROUND THE WORLD).

*Selected studies from many countries showing the significant part which schools are playing in the development of better community life.*

TEACHER EXCHANGE OPPORTUNITIES, 1957-58.

*An outline of teaching positions and grants available in countries abroad under the conditions of the Fulbright Act and the Smith-Mundt Act.*

TEACHING ABOUT THE UNITED NATIONS IN UNITED STATES EDUCATIONAL INSTITUTIONS.

*Points out the ways in which children, young people, and adults learn about the UN and its specialized agencies.*

## JUNIOR HIGH SCHOOL

*continued from page 7*

8 set up standards for grades 7-12, but the degree of attention they direct to the junior high school varies;

12 have gone so far as to provide separate standards for the junior high school.

5. *How do State departments of education influence curriculum and instruction?*

Most States go in for departmentalization of instruction, though some specifically limit the extent of it.

Fourteen list the required subjects; others specify certain types of instructional programs.

Nine require a program of activities—clubs, student council, dramatics, publications.

Most States emphasize guidance—vocational, educational, social, and personal.

6. *What administrative policies and standards have been established?*

Fifteen States have something to say about promotion within or from the junior high school.

## AMERICAN EDUCATION WEEK

November 11-17

There is still time . . .

American Education week, dedicated this year to the theme, *Schools for a Strong America*, is less than 2 months away. But there is still time for planning to observe the week with spirit and effect. For materials to help you spotlight your school, write to American Education Week, National Education Association, 1201 16th St., N.W., Washington 6, D. C.

A few have set up special standards for school buildings and facilities.

There are a few exceptions to the general fact that as far as quantitative standards (for length of school day and class period, for example) are concerned, most States use the same ones for both junior and senior high schools.

7. *What kind of teacher certification and preparation do the States require?*

Generally speaking, this is the way the States vary:

• 6 States and the District of Columbia issue junior high school certificates.

• 17 States issue an elementary certificate that extends through grade 9 and a high-school certificate that covers grades 7-12. Thus, holders of either may teach in the junior high school.

• 7 States permit only those certified for grades 7-12 to teach in the junior high school.

• 12 States permit holders of the secondary certificate to teach in grades 7-9 of the junior high school, and holders of the elementary certificate to teach in grades 7 and 8.

• 6 States issue general certificates; they differ in each State.

Certification requirements are not always the final word, however. A State's approval standards may set further requirements. One State, for instance, specifies that every teacher teaching more than half of the school day in an approved junior high school must have at least 12 hours of professional training specifically for this work.

ALL THE foregoing however, are only generalities when compared to the detail of Mrs. Wright's report. She names States, lists exceptions, and gets down to cases throughout.

#### A LONG-TIME FAVORITE

One of the Office's best sellers—*Light Frame House Construction*, 214 pages of technical information for apprentice and journeyman carpenters—has been reprinted. The reprint (vocational division bulletin No. 145) is without revision and is for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 60 cents a copy. Some single copies are available free from Publications, Office of Education.

## SCHOOL LIFE *Subscription Blank*

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### FOR SALE

(Order from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.)

COURSE OFFERINGS IN GUIDANCE AND STUDENT PERSONNEL WORK, SUMMER 1956 AND ACADEMIC YEAR 1956-57, compiled by *Paul MacMinn*. 1956. 102 pages. 55 cents. (Cir. No. 476.)

EDUCATION IN MEXICO, by *Marjorie C. Johnston*. 1956. 135 p. 55 cents. (Bul. 1956, No. 1.)

EDUCATION IN TAIWAN, by *Abul H. K. Sassani*. 1956. 34 p. 20 cents. (Bul. 1956, No. 3.)

NATIONAL LEADERSHIP DEVELOPMENT CONFERENCE IN TRADE AND INDUSTRIAL EDUCATION. 1956. 118 p. 60 cents. (Cir. No. 477.)

OFFERINGS AND ENROLLMENTS IN SCIENCE AND MATHEMATICS IN PUBLIC HIGH SCHOOLS, by *Kenneth E. Brown*. 1956. 24 p. 15 cents. (Pam. No. 118.)

RADIO AND TELEVISION BIBLIOGRAPHY, prepared by *Gertrude G. Broderick*. 1956. 46 p. 25 cents. (Bul. 1956, No. 2.)

STATE SCHOOL PLANT SERVICES, by *N. E. Viles* and *Ray L. Hamon*. 1956. 78 p. 55 cents. (Misc. No. 26.)

SUMMARIES OF STUDIES IN AGRICULTURAL EDUCATION. 1956. 89 p. 35 cents. (Voc. Div. Bul. No. 263, Agric. Series No. 68.)

SUMMARY OF FEDERAL FUNDS FOR EDUCATION, by *Clayton D. Hutchins*, *Albert R. Munse*, and *Edna D. Booher*. 1956. 10 p. 10 cents. (Cir. No. 479.)

TEACHERS OF CHILDREN WHO ARE DEAF, prepared by *Romaine P. Mackie* in collaboration with others. 1956. 87 p. 35 cents. (Bul. 1955, No. 6.)

### FREE

(Request single copies from Publications, U. S. Office of Education, Washington 25, D. C.)

AVIATION PERIODICALS FOR TEACHERS AND PUPILS, prepared by *Willis C. Brown*. Revised June 1956. 5 p. (Cir. No. 381.)

THE CORE PROGRAM: ABSTRACTS OF UNPUBLISHED RESEARCH, 1946-1955, prepared by *Grace S. Wright*. June 1956. 70 p. (Cir. No. 485.)

EFFORTS OF STATE GROUPS IN THE RECRUITMENT AND SELECTION OF TEACHERS, prepared by *Paul E. Blackwood*. July 1956. 22 p. Ed. Brief No. 32.)

OVERALL SCHOOL PRACTICE AND THEORY IN MEASUREMENT, by *David Segel*. April 1956. 20 p. (Cir. No. 474.)

SCIENCE TEACHING SERVICE CIRCULAR—AN ANALYSIS AND CHECK LIST ON THE PROBLEM SOLVING OBJECTIVE, prepared by *Ellsworth S. Obourn*. June 1956. 14 p. (Cir. No. 481.)

SELECTED REFERENCES ON GUIDANCE IN THE ELEMENTARY SCHOOL, compiled by *Royce E. Brewster*. July 1956. 3 p.

SELECTED REFERENCES ON ORGANIZATION AND ADMINISTRATION OF GUIDANCE AND STUDENT PERSONNEL PROGRAMS, compiled by *Royce E. Brewster*. July 1956. 4 p.

STATISTICS OF PUBLIC LIBRARIES IN CITIES WITH POPULATIONS OF 100,000 OR MORE: FISCAL YEAR 1955, by *Mary M. Willhoite*. March 1956. 4 p. (Cir. No. 471.)

STATISTICS OF PUBLIC LIBRARIES IN CITIES WITH POPULATIONS OF 50,000 TO 99,999: FISCAL YEAR 1955, by *Mary M. Willhoite*. May 1956. 4 p. (Cir. No. 478.)

SUMMARY OF 1953-54 STATISTICS OF STATE SCHOOL SYSTEMS, prepared by *Samuel Schloss* and *Carol Joy Hobson*. July 1956. 9 p. (Cir. No. 480.)

TEACHER EXCHANGE OPPORTUNITIES, 1957-58, UNDER THE INTERNATIONAL EDUCATIONAL EXCHANGE PROGRAM. 1956. 26 p.

TEACHING AIDS FOR DEVELOPING INTERNATIONAL UNDERSTANDING: AFRICA SOUTH OF THE SAHARA, prepared by *Stella Louise Ferreira*. July 1956. 19 p.

TEACHING AIDS FOR DEVELOPING INTERNATIONAL UNDERSTANDING: PORTUGAL AND SPAIN, prepared by *Stella Louise Ferreira*. August 1956. 12 p.

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